

**Summary Report on Institutional Effectiveness
Northeastern Technical College
August 2006**

Introduction:

This summary report for Northeastern Technical College includes the following components: Achievement of Students Transferring from Two-Year to Four-Year Institutions, General Education, and Majors or Concentrations.

The following components will be reported on in the year indicated: Academic Advising (2008), Library Resources and Services (2008), and Procedures for Student Development (2007).

Achievement of Students Transferring from Two-Year to Four-Year Institutions:

The NETC transfer study is based on the fall 2005 Transfer Academic Performance Report from CHE.

The information received this year is disappointing because only four state colleges reported information about NETC transfers. According to the information received from CHE, one NETC transfer registered at South Carolina State University, and his GPA was lower than that of the native students. Three students applied to University of South Carolina - Upstate (Spartanburg) and one registered. Two applications were incomplete. The student who registered achieved a GPA of 3.12, and this is a higher GPA than all of the native students with the exception of the 888 female white students with an average GPA of 3.13. This is encouraging.

Twenty-six NETC students applied to Francis Marion University and eighteen (69%) were accepted. Eleven students (61%) enrolled. Six were rejected, and two applications were incomplete. The GPAs of four of the students were higher than those of the native students. The average GPA of the NETC transfers was 2.66 as opposed to the 2.76 average GPA of the native students.

Seven students applied to Winthrop University. Four (57%) were accepted, three applications were incomplete, and two enrolled. The two who enrolled did not perform well posting an average GPA of .50.

The local study revealed some problems as well. At least one student was reported as enrolling at another college. In fact, she has been here the entire year and is a work-study in Student Services. We need to work on the survey that we sent and make certain that those colleges receiving the survey understand that "enrolled" means "registered" and not just accepted.

The study also indicated that revision of the Transfer Student Information Request form is necessary in order to obtain more accurate data from other colleges. NETC needs to advertise the availability of assistance to students in completing admissions applications to other colleges using Student Support Services and the Career Center as sources of assistance. We will also continue to explore assessment possibilities through Datatel during the next review period.

General Education: to be submitted under separate cover

Majors or Concentrations:

Computer Programming Technology

Northeastern Technical College opened three new community campuses in 2001 in Bennettsville, Dillon and Pageland with a 12-seat computer lab in each. Introductory computer classes have been offered on these campuses. By working with the Development Office, NETC proposed funding for virtual PC

Maintenance software and equipment. This proposal was funded in 2006 by SC Department of Commerce; software and equipment purchases were completed in July 2006.

The Computer Technology Department is staffed with three permanent faculty members who meet or exceed SACS guidelines. Adjunct faculty contribute to the instructional program for evening classes; however, permanent faculty continue to teach both day and evening classes. During 2005, one faculty member earned the Master's degree, and another completed Cisco certification as well as the Leadership Certificate for the SC Technical College System. Computer Technology faculty have participated in professional development activities, including web design and languages, Microsoft Certified Systems Engineer, Cisco certification and have incorporated this training to revise existing courses and develop new ones. NETC will offer PC Maintenance in Fall 2006, as part of a future certificate program. CPT 285 will be offered via teleconference system in both Cheraw and Dillon.

Program enrollment has declined in the past five years; however, the program remains in good standing with an average of fifteen graduates per year. Student ratings of instruction consistently exceed the average college-wide ratings. Student ratings of satisfaction with classrooms areas, equipment and accessibility continue to be high. Graduate placement has averaged over 85% during the previous 5 years, exceeding the SBTCE benchmark of 50% placement.

The findings of this study reflect that the College has accurately assessed hardware and software needs, developed plans and budget to meet the needs to provide relevant instruction and has implemented those plans satisfactorily.

Machine Tool Technology

The Machine Tool program enrollment remains steady, attracting non-apprenticeship students plus enrolling apprentices, based on company needs. In 1998, the College employed a second permanent Machine Tool instructor to meet the enrollment demands of the program and added a shop to provide both first year and second year shops. An Apprenticeship Program, developed in 1988 with INA Bearing Company to meet the company's recruitment needs for machinists, was expanded in 1992 for set-up persons. Placement of students averages over 95% for the past 5 years, reflecting both the placement of the apprenticeship students and the need for these skilled employees by other local industries.

Enrollment has remained steady over the past 5 years, with a small increase in apprenticeship enrollment and enrollment of non-apprentice students who realize the validity of the program with industry. Additionally, faculty members have developed working relationships with high school faculty and industry personnel that have resulted in increased student enrollment. Both female and minority enrollments in this program have increased during this period.

Sufficient, modern equipment is needed to continue to offer a current, relevant program. With a donation from the College foundation, with equipment loaned from Center for Accelerated Technology Training (CATT) and with transfers of other colleges' surplus equipment, the program is much better equipped to provide sufficient hands-on activities for the students.

2006 Statement re: providing a "technologically skilled workforce":

Policies and Procedures to Provide
A Technologically Skilled Workforce
Northeastern Technical College

Providing a technologically skilled workforce for its service area is one of the core values of Northeastern Technical College. This emphasis is documented in the college's mission statement and institutional policies, as detailed below. (*Italics added.*)

Northeastern Technical College's mission statement (NETC Policy 1.3.1) reads in part: "...the College contributes to economic growth by *enhancing the employability of service area residents in technology, business, health, arts, and sciences.*

NETC's philosophy statement (NETC Policy 1.3.2) states that "...education must serve the needs of students *in light of the occupational requirements of our community.*" Advisory committees representing all employment sectors, including technology, meet regularly and provide input into program design and evaluation.

Finally, the college regularly evaluates each of its instructional programs "*in terms of its contribution to the current and predicted needs of business and industry and the general economic welfare of the State of South Carolina.*" (NETC Policy 4.1.4)